

J K Gourdin Elementary

2205 Highway 35
St. Stephen, SC 29479

Grades	PK-5 Elementary School	
Enrollment	216 Students	
Principal	Luretha Sumpter	843-567-3637
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	51	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	Yes

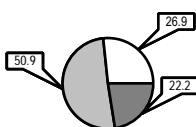
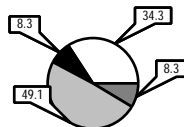
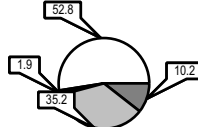
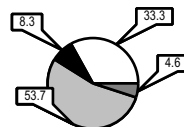
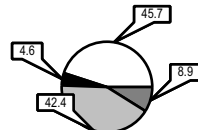
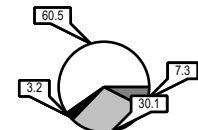
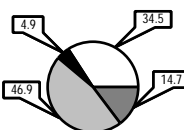
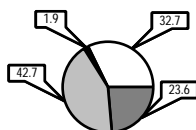
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	113	100.0	26.9	50.9	22.2	0.0	35.2	Yes	Yes
Gender									
Male	64	100.0	27.9	52.5	19.7	0.0	29.5		
Female	49	100.0	25.5	48.9	25.5	0.0	42.6		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	27.6	51.4	21.0	0.0	34.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	97	100.0	21.7	53.3	25.0	0.0	39.1		
Disabled	16	100.0	56.3	37.5	6.3	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	113	100.0	26.9	50.9	22.2	0.0	35.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	113	100.0	26.9	50.9	22.2	0.0	35.2		
Socio-Economic Status									
Subsidized meals	108	100.0	28.2	52.4	19.4	0.0	32.0	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	113	100.0	34.3	49.1	8.3	8.3	33.3	Yes	Yes
Gender									
Male	64	100.0	37.7	47.5	8.2	6.6	32.8		
Female	49	100.0	29.8	51.1	8.5	10.6	34.0		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	35.2	49.5	8.6	6.7	31.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	97	100.0	32.6	48.9	9.8	8.7	37.0		
Disabled	16	100.0	43.8	50.0	0.0	6.3	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	113	100.0	34.3	49.1	8.3	8.3	33.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	113	100.0	34.3	49.1	8.3	8.3	33.3		
Socio-Economic Status									
Subsidized meals	108	100.0	35.9	48.5	7.8	7.8	31.1	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	113	100.0	52.8	35.2	10.2	1.9	12.0
Gender							
Male	64	100.0	50.8	37.7	9.8	1.6	11.5
Female	49	100.0	55.3	31.9	10.6	2.1	12.8
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	54.3	34.3	10.5	1.0	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	97	100.0	47.8	39.1	10.9	2.2	13.0
Disabled	16	100.0	81.3	12.5	6.3	0.0	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	113	100.0	52.8	35.2	10.2	1.9	12.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	113	100.0	52.8	35.2	10.2	1.9	12.0
Socio-Economic Status							
Subsidized meals	108	100.0	55.3	32.0	10.7	1.9	12.6
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	113	100.0	33.3	53.7	4.6	8.3	13.0
Gender							
Male	64	100.0	36.1	50.8	6.6	6.6	13.1
Female	49	100.0	29.8	57.4	2.1	10.6	12.8
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	34.3	54.3	3.8	7.6	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	97	100.0	26.1	58.7	5.4	9.8	15.2
Disabled	16	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	113	100.0	33.3	53.7	4.6	8.3	13.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	113	100.0	33.3	53.7	4.6	8.3	13.0
Socio-Economic Status							
Subsidized meals	108	100.0	35.0	52.4	4.9	7.8	12.6
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	44	100.0	23.8	33.3	38.1	4.8	42.9
	4	36	100.0	20.0	45.7	34.3	N/A	34.3
	5	44	100.0	41.9	39.5	18.6	N/A	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	12.1	54.5	33.3	0.0	33.3
	4	39	100.0	35.1	43.2	21.6	0.0	21.6
	5	39	100.0	31.6	55.3	13.2	0.0	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	44	100.0	19.0	54.8	19.0	7.1	26.2
	4	36	100.0	31.4	45.7	14.3	8.6	22.9
	5	44	100.0	46.5	41.9	7.0	4.7	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	30.3	60.6	6.1	3.0	9.1
	4	39	100.0	32.4	43.2	10.8	13.5	24.3
	5	39	100.0	39.5	44.7	7.9	7.9	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	48.5	48.5	3.0	0.0	3.0
	4	39	100.0	62.2	29.7	5.4	2.7	8.1
	5	39	100.0	47.4	28.9	21.1	2.6	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	12.1	75.8	6.1	6.1	12.1
	4	39	100.0	43.2	48.6	5.4	2.7	8.1
	5	39	100.0	42.1	39.5	2.6	15.8	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 216)				
First graders who attended full-day kindergarten	72.5%	Down from 100.0%	100.0%	100.0%
Retention rate	3.7%	Down from 5.6%	3.9%	3.0%
Attendance rate	97.7%	Up from 97.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.8%	3.2%
Eligible for gifted and talented	7.0%	Down from 10.8%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Up from 5.6%	8.0%	8.2%
Older than usual for grade	2.3%	Down from 4.2%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 16)				
Teachers with advanced degrees	50.0%	Up from 40.0%	50.0%	52.6%
Continuing contract teachers	62.5%	Down from 66.7%	77.4%	83.3%
Highly qualified teachers	100.0%	No change	91.7%	93.5%
Teachers with emergency or provisional certificates	7.1%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	76.0%	Down from 79.6%	83.0%	87.0%
Teacher attendance rate	94.1%	Up from 93.4%	94.9%	95.0%
Average teacher salary	\$41,869	Up 11.4%	\$40,385	\$41,703
Prof. development days/teacher	20.6 days	Up from 10.3 days	14.3 days	12.8 days
School				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 19.7 to 1	16.3 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 88.6%	88.8%	89.8%
Dollars spent per pupil*	\$7,975	Up 3.5%	\$7,491	\$6,242
Percent of expenditures for teacher salaries*	47.0%	Down from 55.0%	63.9%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

J.K. Gourdin Elementary School is a small rural school located in the Pineville-Russellville community area of Berkeley County. We serve a population of 234 learners. Our community is rich in family values, religious beliefs, and a sense of closeness. Our students have a strong sense of family.

The faculty and staff of J.K. Gourdin value a positive school climate. Through the efforts of some teachers, the school received School-To-Work Learning Grants that involved the entire school to work as a community. Last year, the involvement of parents, teachers, students, and our business partners, Georgia Pacific and the Tri City Support Group, along with administration, have helped to promote a positive environment for learning. Through donations from local churches and businesses, the administration has been able to recognize deserved student achievement.

Last year J.K. Gourdin improved in the fifth grade math proficient and advanced portion of P.A.C.T. by 4.6 %. The number of third grade students scoring below basic in math decreased by 12.7%. Based on student test scores, we continued programs such as Success Maker in the computer lab, Balanced Literacy, Project Inquiry Science, 6+1 Writing Traits, and Project Read.

We utilize the 21st. Century Program, A-Star Tutoring, and First Steps. We also host a TEEN Parenting Program. Success Maker is the computer program used by students regularly to build their technology skills while improving their skills in both math and reading. Parent Literacy programs are still offered at times to accommodate parent schedules. Computer classes are offered to anyone in the community who would like assistance in increasing their technological skills. A parenting room is available to parents, while activities for parents are provided to bridge the gap between the school and the home.

Through Title I, we are able to meet the challenge of retaining dedicated teachers through the TASSEL program, mileage reimbursement, and student loan repayment opportunities. Other challenges that are being faced include meeting and raising the measures of achievement on all state mandated testing as well as maintaining a solid volunteer and business partner workforce. Through all of this effort from our stakeholders, we expect improvements this year in both academics and non-academics.

Luretha Sumpter, Ed. S, Principal
 Pamela Nichols, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	41	24
Percent satisfied with learning environment	93.8%	95.1%	95.8%
Percent satisfied with social and physical environment	93.8%	95.1%	91.7%
Percent satisfied with school-home relations	93.8%	90.2%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.